

ORCHARD PARK ELEMENTARY

600 Toccoa Highway
Westminster, S.C. 29693

GRADES PK-5 Elementary School

ENROLLMENT 438 Students

PRINCIPAL Janice Halman 864-647-3062

SUPERINTENDENT Dr. Valerie Truesdale 864-638-4000

BOARD CHAIR Harry B. Mays, Jr. 864-972-2136

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
8	51	34	0	0

IMPROVEMENT RATING:

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS:

YES

This school met 15 out of 15 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Average	N/A
2002	Good	Below Average	N/A
2003	Good	Unsatisfactory	No
2004	Good	Good	Yes

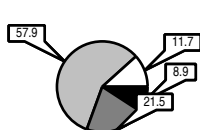
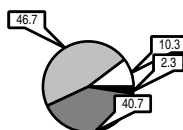
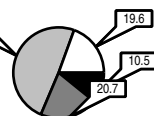
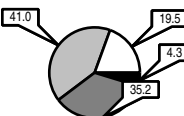
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

56.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	220	100.0	10.3	46.7	40.7	2.3	53.7	Yes	Yes
Gender									
Male	123	100.0	10.9	53.8	32.8	2.5	45.4		
Female	97	100.0	9.5	37.9	50.5	2.1	64.2		
Racial/Ethnic Group									
White	187	100.0	9.3	49.7	38.3	2.7	51.9	Yes	Yes
African-American	21	100.0	20.0	30.0	50.0	0.0	65.0	I/S	I/S
Asian/Pacific Islanders	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	172	100.0	6.5	43.5	47.0	3.0	63.1		
Disabled	48	100.0	23.9	58.7	17.4	0.0	19.6	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	220	100.0	10.3	46.7	40.7	2.3	53.7		
English Proficiency									
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	215	100.0	10.0	47.1	40.5	2.4	53.8		
Socio-Economic Status									
Subsidized meals	124	100.0	14.3	47.1	37.8	0.8	51.3	Yes	Yes
Full-pay meals	96	100.0	5.3	46.3	44.2	4.2	56.8		

Mathematics - State Performance Objective = 15.5%									
All Students	220	100.0	11.7	57.9	21.5	8.9	47.2	Yes	Yes
Gender									
Male	123	100.0	13.4	54.6	23.5	8.4	51.3		
Female	97	100.0	9.5	62.1	18.9	9.5	42.1		
Racial/Ethnic Group									
White	187	100.0	10.9	57.9	23.0	8.2	49.2	Yes	Yes
African-American	21	100.0	20.0	55.0	15.0	10.0	40.0	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	172	100.0	6.0	57.1	25.6	11.3	55.4		
Disabled	48	100.0	32.6	60.9	6.5	0.0	17.4	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	220	100.0	11.7	57.9	21.5	8.9	47.2		
English Proficiency									
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	215	100.0	11.4	58.1	21.9	8.6	47.6		
Socio-Economic Status									
Subsidized meals	124	100.0	10.9	64.7	16.8	7.6	42.9	Yes	Yes
Full-pay meals	96	100.0	12.6	49.5	27.4	10.5	52.6		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	63	100.0	8.8	45.6	42.1	3.5	45.6
	Grade 4	68	100.0	26.2	49.2	20.0	4.6	24.6
	Grade 5	80	100.0	18.4	73.7	7.9	N/A	7.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	91	100.0	14.4	37.8	45.6	2.2	47.8
	Grade 4	61	100.0	6.6	50.8	41.0	1.6	42.6
	Grade 5	68	100.0	10.3	61.8	25.0	2.9	27.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	63	100.0	12.3	52.6	28.1	7.0	35.1
	Grade 4	68	100.0	18.5	49.2	18.5	13.8	32.3
	Grade 5	80	100.0	13.2	55.3	27.6	3.9	31.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	91	100.0	13.3	68.9	17.8	N/A	17.8
	Grade 4	61	100.0	16.4	47.5	26.2	9.8	36.1
	Grade 5	68	100.0	7.4	52.9	19.1	20.6	39.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 438)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	2.4%	No change	3.0%	2.7%
Attendance rate	96.2%	Up from 96.1%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	12.7%		5.1%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	8.6%		3.8%	3.5%
Eligible for gifted and talented	11.7%	Up from 11.6%	14.6%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	9.6%	Up from 7.5%	9.1%	8.2%
Older than usual for grade	0.0%	Down from 0.5%	0.9%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%

Teachers (n= 34)				
Teachers with advanced degrees	67.6%	Up from 50.0%	50.0%	51.4%
Continuing contract teachers	97.1%	Up from 86.1%	89.5%	87.5%
Highly qualified teachers**	93.3%	N/A	94.1%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	92.8%	Up from 91.8%	87.1%	86.7%
Teacher attendance rate	94.1%	Up from 93.6%	94.9%	94.9%
Average teacher salary	\$38,547	Up 0.6%	\$40,693	\$40,760
Prof. development days/teacher	11.3 days	Up from 7.0 days	12.4 days	12.4 days

School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	18.1 to 1	Down from 19.6 to 1	19.3 to 1	18.9 to 1
Prime instructional time	88.8%	Up from 88.4%	90.0%	90.0%
Dollars spent per pupil*	\$6,265	Up 5.9%	\$5,809	\$6,044
Percent of expenditures for teacher salaries*	66.7%	Up from 56.7%	66.2%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	91.0%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Orchard Park Elementary School, a rural school nestled in the foothills of the Blue Ridge Mountains. A Title One School with 485 students, Orchard Park seeks to provide an inviting learning environment with high standards for success. The school is fully accredited by the Southern Association of Colleges and Schools and the National Association for the Education of Colleges and Schools. Orchard Park was awarded the Exemplary Writing Award this year, and the Flagship School of Promise application was renewed. Other awards for the school include Red Carpet and Literacy Spot.

Orchard Park Elementary School has a variety of programs in place to enhance and promote the academic success of our students. We offer before and after school programs for our students which include: Math Club, Writing Club, Computer Lab, and tutoring. To challenge our math students in fourth and fifth grade, we offer Math League after school. Accelerated Reader is used as an incentive to motivate students in all grades to read. We also offer Reading Recovery, Soar to Success, and small group math instruction to provide students with the strategies needed for academic success.

Our goal is to provide our teachers with the professional development that they need to ensure academic success for our students. This year we will focus on training our teachers to incorporate balanced literacy and differentiated instruction into their curriculum. We will continue to focus on integrating technology into our instruction and providing opportunities for students to develop computer skills. Our top priority will be to build a strong relationship with our parents and invite them to be involved in the decisions that affect their child. We are proud of the support and dedication of our staff, parents, students, and community, and we will continue to strive for excellence.

Janice Halman, Principal

Shirl Bryson, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	25	61	30
Percent satisfied with learning environment	72.0%	93.4%	89.7%
Percent satisfied with social and physical environment	88.0%	85.2%	93.3%
Percent satisfied with home-school relations	60.0%	93.4%	80.0%

*Only students at the highest elementary school grade level at this school and their parents were included.